



## The Castle School Behaviour Policy

# Therapeutic Thinking Handbook

### DOCUMENT HISTORY

Written By	Caroline Whitlock, Hannah Daniell, Megan Beckingham and Jackie Hogg <b>Summer 2023</b>
Date Approved	
Approved By	Full Governing Board
Review Due	

### Related Documents:

The Castle School Safeguarding and Child Protection Handbook
Keeping Children Safe In Education
The Castle School Code of Conduct
SEND Policy
Anti-Bullying Policy

## Purpose of the policy

This Therapeutic Thinking Handbook should be the plan for the majority of students. In addition to this, some students may require a Therapeutic Plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances.

It is the policy of this school to enhance a student's self-esteem and respect for others, and their environment, both within the school and the wider community. Through this shared belief, the school aims to promote meaningful and effective learning in a positive and friendly atmosphere.

Our behaviour policy is aimed at improving outcomes for all students by promoting and supporting their engagement with education and the community. We adopt an inclusive approach and adapt our behaviour support strategies to meet the needs of the student.

Our policy is underpinned by the principles of Therapeutic Thinking, an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the group, class or school dynamic. A Therapeutic View is that positive experiences create positive feelings; positive feelings create positive behaviour. All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment through self-regulated behaviour. In creating an inclusive culture, we choose to adopt a therapeutic approach.

Principles of PROACT-SCIPr-UK are embedded within the whole school Therapeutic approach. This policy supports these principles and guides all staff to engage with Proactive approaches when working to promote prosocial behaviour.

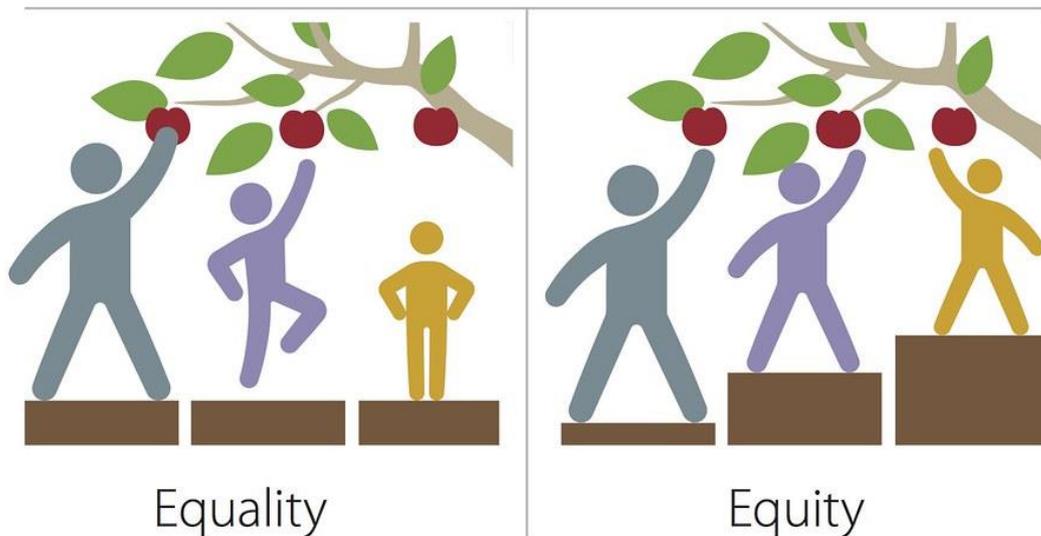
## Aims of the policy

- To create an environment in which students and staff are happy and feel safe and where students feel empowered to believe in themselves and strive to be the best they can be.
- To ensure that everyone understands the role they have in creating calm, safe and successful environments and know who will support teams proactively.
- To be fully inclusive through an equity model of provision.
- To develop student's regulation skills that are not dependent on external rewards and to develop an understanding that behaviour is their own responsibility.
- Build the confidence and empower all staff through effective leadership and regular training.
- To secure a clear understanding, consistency and confidence in the procedures for communicating, supporting and addressing anti-social or unsafe behaviour.
- To embed an approach that teaches pro-social behaviours through positive role models, clear and consistent structures, encouragement and recognition.

- To ensure there is a culture within The Castle School that values all students; allowing them to feel a sense of belonging where they are able to seek emotional and well-being support.
- To have a whole-school approach to promoting good mental health

### Policy Principles

**Equity = Equality.** Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to achieve success.



External discipline is controlling behaviour ...Internal discipline is teaching behaviour.

To create positive and sustained change we need to understand, not simply suppress or control the behaviour.

#### How we can teach prosocial behaviour?

- Relationships (invest at the start – students want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)
- Role modelling (this is essential – for e.g. we have to show them how to 'play nicely' by playing with them)
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising prosocial behaviour (really valued in every person– thanking them, proximal praise)
- Planning alternatives to antisocial behaviour
- Praise and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)

- Ensure expectations are realistic and appropriate for the individual's developmental stage.
- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Planned ignoring (unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language (tell children what you would like to see, not what you don't (e.g. Please walk rather than don't run)
- Restorative Practice (follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control. Praise is very important, it should be consistent, and not done in a way that could cause negative feelings in the recipient or to others around.

### **Behaviour is communication and expression of need.**

We understand that behaviour is communication, through the tools of A Therapeutic Approach, we must seek to understand the messages, functions and needs communicated by any behaviour. A Therapeutic Plan is used at The Castle School to seek understanding and to develop, a clear, personalised plan to meet individual needs, lower anxieties, reduce risk and promote pro-social behaviour, as well as agreed plans for times of anti-social or harmful behaviour

## Definitions

### **Prosocial Behaviour**

Prosocial behaviour encompasses all actions that are positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and benefits the individual and society. Arguably, prosocial behaviour is simply the absence of antisocial behaviour.

Example: Engaging with our learning, engaging in relationships appropriate for the student.

### **Unsocial Behaviour**

Unsocial behaviour often communicates when an individual is unable, not enjoying or making no attempt to behave pro-socially, but not to the detriment of others.

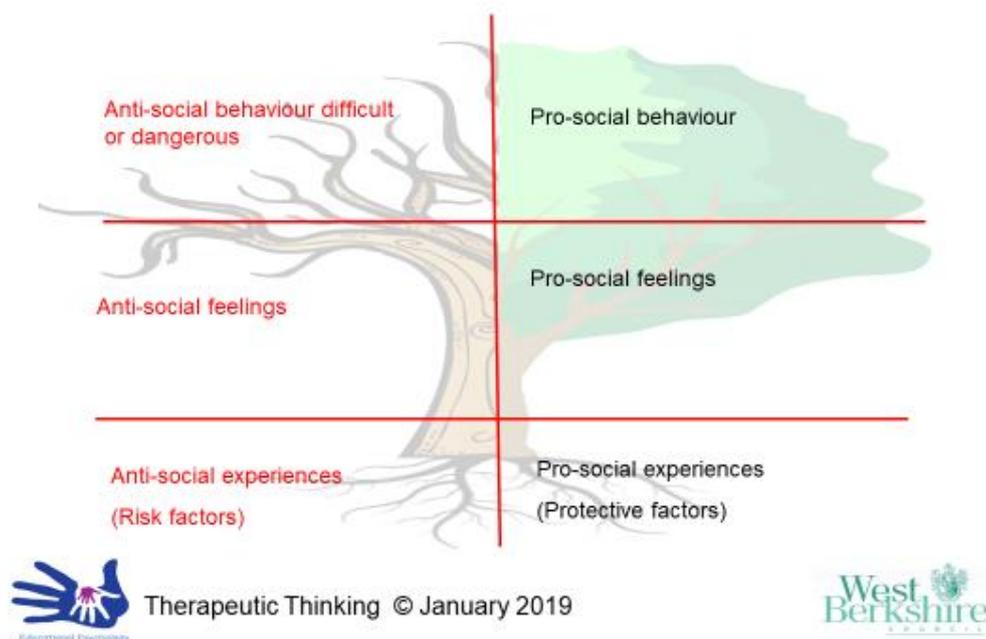
Example: Withdrawal, continued interruption, unable to follow instructions, unable to engage in learning tasks, unable to access environment, unable to moderate language in context.

## Anti-social Behaviour

Anti-social behaviour occurs when an individual's means of communication causes harm to another person, to the community or to the environment. These actions violate the rights of other people and are likely to result in injury, harassment, alarm or distress.

Example: Using abusive language directed at someone, throwing or breaking items, threatening to harm themselves or others, physical harm, bullying, stealing and absconding.

Our role is to help unpick the communicative function behind a behaviour, rather than moralise it. To do this, we must look at the 'roots' formed by experiences and feelings. This differs from identifying an unsocial or anti-social behaviour and attempting to 'fix' or prevent it, without the consideration of a person's experiences and subsequent feelings.



## Flow Chart of Actions

**The Flow Chart is the guide for staff to follow.** It starts with the needs of all students in terms of supporting and reinforcing prosocial behaviour and then stages to follow when a student presents unsocial or antisocial behaviour.

This flow chart supports all staff and ensures that a holistic therapeutic approach is followed.

**SEE APPENDIX**

## Scripted Language

Scripted language is a communication strategy which can support students to regulate and manage their stress responses.

Scripted language encourages nurturing and emotionally supportive relationships and provide optimal contexts for the promotion of student's outcomes and resilience. Scripted language can be used in pro and antisocial contexts.

Staff are guided to use positive scripting to ensure a consistent approach.

De-escalation scripts are generally beneficial when used to support a student in conflict with another person or within themselves.

It is important that staff are consistent when using a script with a student.

It is important that staff's body language and tone reflect the calming influence the script is delivering.

Scripts can be used repeatedly with the view to support a student to de-escalate.

The importance for time/space and reflection is vital to understand behaviours. Staff must take time to investigate and reflect upon what has happened. Build this into your team ethos and ensure this is part of your catch up meetings.

Restorative and protective steps can be employed to ensure support is put in place.

Please see appendix for language guidance with regards for pro and antisocial behaviour.

## Educational and Protective Consequences

**Educational consequences** are in response to an educational need identified. These should not be done if they would cause negative or unsocial emotional responses for the student, for instance time would not be taken away from play or lunch times, or necessary support withheld. Educational consequences will be in line with the individual developmental stage.

Examples of this are;

- Time set aside with a specific member of staff to support in a particular way
- Referrals to additional support services
- Discussion with parents/carers
- Personalised workspaces or work stations
- Development of personalised timetables
- Additional time given for specific learning tasks

**Protective Consequences** are immediate and the aim will always be that no further harm is caused by antisocial behaviour. These will be proportionate and appropriate to the situation.

It is crucial that there is always an element of restorative practice. We must be able to show how we have helped the student develop new skills or ways of thinking through discussion, debriefing activity or rehearsing. Restorative practices support the student to gain the skills, appropriate to their developmental stage, to behave differently when faced with reoccurring circumstances.

Sometimes, a protective consequence is needed immediately and may remain in place until the risk of harm has been reduced and the student(s) remain safe. An example of this is may be that a student is supported 1:1 for a particular activity and this may need to remain in place until that is no longer necessary. An example would be that for a short period of time a students' break is at a different time to provide the appropriate environment and support. This is not a sanction this is a supportive action, a protective consequence in order to provide safety.

The Castle School follows the PROACT-SCIPr-UK® principles that are formed around the Positive Range of Options to Avoid Crisis and use Therapy Strategies for Crisis Intervention and Prevention. This approach is underpinned by good practice guidelines from the British Institute of Learning Disabilities (BILD) and the Restraint Reduction Network Training Standards 2019 (tbc). In extremely challenging circumstances, in order to prevent significant harm, it may be necessary to use physical intervention. Every step should be taken to avoid this, through practice centred on proactive and pre-emptive approaches and planning.

A physical intervention is only appropriate when implemented as a last resort, is least restrictive and proportionate to the risk. As soon as it is safe, there must be an immediate transition to an alternative reactive or active strategy, withdrawing physically restrictive touch. Whilst the intention of any restraint is to prevent harm, consideration should be taken to prevent pain or panic, whilst respecting the dignity of all students and individuals involved.

In the occurrence of an incident resulting in physical restrictive intervention, it is essential that the Senior Leadership Team are informed, who will advise on further actions, including the potential monitoring of individuals involved. A full, open and transparent account of the incident must be recorded and submitted on Crest.

Although restraint can be used as a last resort and when 'reasonable in the circumstances... with no more force than is needed' (Department for Education, 2013, p.4), further action must then be taken to reduce the risk of similar instances from reoccurring. The communicative behaviour or response of the student to the scenario is now predictable and therefore a reliance on physical restrictive

intervention as a primary strategy is not acceptable. Instead, staff teams will be supported to implement a support plan or strategies in line with Therapeutic Thinking and PROACT-SCIPr-UK®.

Through person centred planning and collaboration with the wider team around the student (SLT, Pastoral/ home, PROACT-SCIPr-UK®), the most suitable intervention will be established from the formally recognised interventions recommended by PROACT-SCIPr-UK®. These are then only taught to class teams working immediately with the individual, in conjunction with a Positive Behaviour Support/ Therapeutic Plan and accompanying risk assessment. Individual support plans are reviewed continuously (at least termly), alongside a Training Needs Analysis and Annual Physical Intervention Reduction Audit.

DfE. (2013). Use of reasonable force - Advice for headteachers, staff and governing bodies

### **School exclusions**

Exclusions may be required for the safety of student and adults, and to allow time for school staff to create a new plan to support the student. Exclusions will only happen in exceptional circumstances when remaining on school grounds would be considered unsafe for the student, other students or staff. This will be at the Headteacher's discretion.

If this is necessary to exclude a student, West Berkshire Special Educational Needs Team will be informed. A full reintegration plan will be developed that will involve a review of the student's Therapeutic Plan.

### **Partnership with Parents/Carers**

We work closely with our parents and carers, aiming for a consistent Therapeutic Thinking approach. All individual plans and approaches are shared with parents/carers/other support providers and where appropriate, they are involved in the planning of therapeutic strategies for individual students.

### **Staff wellbeing**

Therapeutic Thinking relates to all people within the school dynamic. The wellbeing of staff is of high importance. Following an incident of antisocial behaviour, staff will be supported by the Senior Leadership Team. This may be a short conversation, it may be important to plan a time, shortly after the event to talk more fully. These approaches may look different, however, all have the same aim; to best support the individual/team.

Staff wellbeing is paramount and the ability to communicate and debrief with regards to antisocial behaviour is vital. Staff need to feel supported, valued and listened to in order for therapeutic approaches to flourish. The school is committed

to the values of 'done with - not done to', through the ethos, environment, experiences and expertise of staff.

### Bullying and Online Bullying

Students are encouraged to seek help and advice of adults to support them with any concerns around bullying. Students are encouraged to care for the well-being of themselves and their peers. Students are taught to report any concerns as soon as they happen, to allow situations to be addressed; allowing the revisit, reflect and repair process to occur through positive discussion before the situation escalates.

We deliver anti-bullying learning through internalisation of the schools aims and objectives, values and ethos via:

- Modelling pro-social behaviour
- Supporting and promoting our school values
- PHSE Lessons – discussion on topics of equal rights, relationships, reflection of own behaviour, impact of our actions on others (*this is not an exhaustive list*)
- Protective consequences where deemed necessary
- The broader taught curriculum

Any case of bullying or online bullying will be addressed on an individual basis and support will be given to all involved as deemed necessary. Reports of bullying must be recorded and shared with SLT and an individualised approach will be applied and all actions shared with parents of all students involved.

Restorative work is carried out with the student focused around the impact upon others, what can be done to restore and repair and what is needed in order to prevent reoccurrence. This work is differentiated for the learning needs of the students and is appropriate to development stage.

### Responsibilities, Monitoring and Evaluation

#### **All Staff**

- Will be positive role models
- Will apply this policy in conjunction with the Code of Conduct and Child Protection and Safeguarding Policy.
- Apply recommended strategies, language, approaches and scripts to ensure equity for all
- All staff are responsible for the timely recording and reporting of unsocial behaviours and antisocial behaviours through ABC recording systems, CREST (for incidents and accidents) and MyConcern.

### **The Headteacher will**

- Implement the school's Behaviour Policy, Therapeutic Thinking Handbook within the school
- Ensure that the school attends annual refresher training, to maintain an up to date working knowledge of Therapeutic Thinking
- Update Therapeutic Thinking training for staff at least annually
- Model therapeutic practices and language in all that they do
- Ensure that all staff model therapeutic practices in all that they do
- Promote internal-discipline and self-regulation amongst all members of the school community
- Encourage pro-social behaviour and respect for others
- Regulate Therapeutic practices through effective observation, reporting and monitoring systems
- Review the impact of Therapeutic Thinking on progress, attendance and exclusions each term.
- Address behaviour considered to be 'dangerous', pro-socially and in a prompt and transparent manner, in order to provide protection to all members of the school community

### **Governors will**

- Support the Headteacher and senior leaders to review and redevelop school policies to align with Therapeutic Thinking
- Model therapeutic practices in all that they do
- Monitor, review and evaluate the Behaviour Policy, Therapeutic Thinking Handbook through annual reports to the appropriate committee
- Monitor data on exclusions by protected characteristics through termly reports to the appropriate committee
- Conduct climate check visits to understand the Therapeutic culture of the school

### **Appendices**

1. Behaviour Policy Flow Chart
2. Therapeutic Tree Explanation
3. Therapeutic Plan overview
4. Therapeutic Plan explanation and template
5. Anxiety Analysis tool
6. Scripted Language
7. S.E.A.T – Functions of Behaviour

**Last review: Autumn 2023**

**Next review: Summer 2024**